

SCDHSC0212

Support individuals during therapy sessions



Overview

This standard identifies the requirements when you support individuals during therapy sessions. This includes supporting individuals during sessions, carrying out observations at the time and contributing to consideration of how effective the sessions are in meeting outcomes. It also includes preparing the environment and materials before therapy sessions and tidying them afterwards.

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Performance criteria

Make preparations for therapy sessions

You must be able to:

- P1 with the support of **others**, identify how the environment and materials need to be prepared before and tidied after a therapy session
- P2 identify your role and responsibilities in relation to the actions required
- P3 prepare yourself, the environment and materials as instructed and to address safety requirements
- P4 work with the **individual** to identify their preferences, concerns and issues about participating in the therapy session
- P5 agree with the individual and others how to address any special requirements identified
- P6 reassure the individual about the nature and content of the therapy session
- P7 highlight to the therapist any concerns and issues you are unable to resolve

Support the individual during therapy sessions

You must be able to:

- P8 follow precisely the therapist's directions when carrying out activities that are delegated to you in relation to the therapy session
- P9 support the individual's **active participation** within the therapy session, taking account of their preferences and needs
- P10 take appropriate action if the individual has any difficulties or you observe any significant changes
- P11 agree any adjustments needed to maximise the individual's participation and the effectiveness of the therapy sessions
- P12 implement any adjustments that are within your role

Carry out observations in relation to therapy sessions

You must be able to:

- P13 agree with the individual and others the observations that need to be made and the scope of your responsibility
- P14 follow agreed arrangements for observing the individual before, during and after the therapy session
- P15 check your observations with appropriate people and against agreed outcomes

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Contribute to reviewing the effectiveness of therapy sessions

You must be able to:

- P16 work with the individual to identify the effectiveness of the therapy sessions on their health and social well-being
- P17 work with the individual, **key people** and others to identify any issues or problems identified through feedback from the individual or from observations
- P18 work with the individual, key people and others to identify and agree changes needed to therapy sessions
- P19 record and report on therapy sessions within confidentiality agreements and according to legal and work setting requirements

You must be able to:

Tidy the environment and materials after therapy sessions

- P20 following therapy sessions, restore the environment according to legal, work setting and safety requirements
- P21 clean materials according to legal, work setting and safety procedures and agreements
- P22 store materials according to legal, work setting and safety procedures and agreements
- P23 report any damage to materials, equipment or in the environment immediately and according to work setting procedures and practices

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred working and the importance of knowing and respecting each person as an individual
- K15 the prime importance of the interests and well-being of the individual
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

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- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

Communication

You need to know and understand:

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

Personal and professional development

You need to know and understand:

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

Safe-guarding

You need to know and understand:

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K36 legal requirements, policies and procedures for the security and confidentiality of information

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- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K41 key changes that may occur in individuals with whom you work and what you should do if a key change occurs
- K42 the impact of stress and fear on behaviour and individuals' ability to take part in and use therapy sessions effectively
- K43 the conditions and impairments that the therapy is addressing
- K44 the benefits and problems that might occur prior to, during and after therapy sessions
- K45 the outcomes that therapy sessions aim to achieve for individuals
- K46 the best ways of supporting individuals through therapy sessions
- K47 how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- K48 how to observe and record observations to support therapy sessions
- K49 the key signs of problems and difficulties that need to be reported to the therapist
- K50 how to involve individuals in collecting information about their experience of the therapy and its outcomes
- K51 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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